

Inspection report for early years provision

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Inspection date	21/04/2010
Inspector	Alison Reeves
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2001. She lives with her husband and 13 year old child in Stevenage, Hertfordshire. The whole of the ground floor, one bedroom and bathroom are used for childminding and there is an enclosed garden for outside play. The childminder walks or drives to local schools and pre-schools to take and collect children. She takes children to the library, museums, toddler groups, park and playgrounds. The family has a dog and a hamster.

This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children at any one time, currently minding four children, in the early years age range, one on the compulsory register and four under the voluntary part of the Childcare Register on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are met effectively in this inclusive setting. They are valued as individuals and are all making good progress towards the Early Learning Goals. Highly effective partnerships with families promote continuity of care for all children. The childminder completes a comprehensive evaluative assessment of her setting in order to identify the key strengths and weaknesses of the service.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- enhance partnerships with other providers of the Early Years Foundation Stage that children attend.

The effectiveness of leadership and management of the early years provision

Children are safeguarded in this organised and well managed setting. The childminder understands her responsibilities in relation to child protection, she has attended the relevant safeguarding training and has the up-to-date referral information. A comprehensive set of clearly written policies and procedures are implemented to good effect. All adults in the household have completed the required checks. These measures ensure children's safety and well-being are promoted.

Links with parents are very well established, they are fully involved in the setting. All documentation is shared and parents contribute to their children's learning by informing the childminder about each child's stage of development, family routines

and care needs. This information helps the childminder establish starting points on which to build. Parents continue to contribute by completing observations of their children which are included in their personal 'Learning Journey' books that track and celebrate their achievements. Ongoing feedback through informal discussions, daily diaries and the childminder's questionnaire make certain parents have continued opportunities to share their views and ensure their child's needs are met. This outstanding area of practice supports children in feeling confident and secure because carers are working together. The childminder is looking at how this practice can be developed to include other settings providing the Early Years Foundation Stage that children in her care attend.

Children are valued as individuals and have many opportunities to explore and develop new skills. Young children are supported in developing their language skills for communication as they play. A broad range of resources are easily accessible and the childminder supports children well in making appropriate choices for their particular stage of development, making sure they are able to achieve but also to challenge themselves.

The childminder undertakes thorough self-evaluation of her setting and her own knowledge and skills. This enables her to clearly identify areas of strengths and any areas for improvement. She has attended a large number of informative courses and workshops and the knowledge gained has been extremely well implemented to improve outcomes for children. For example, her ability to observe children and plan effectively for their next steps ensures they make very good all round progress in their development.

The quality and standards of the early years provision and outcomes for children

Children are well supported in an environment planned to meet their care and education needs. Good use of the indoor and outdoor space ensures children have a wide variety of experiences and opportunities to learn each day. Frequent observations of each child are carefully assessed. These assessments are used to plan for the experiences and opportunities that need to be provided so that children continue to make progress. Children's specific needs are identified because the childminder works closely with parents and has a good knowledge of children's developmental needs. This makes sure activities are tailored appropriately to individual abilities and interests. Children are active learners seeking out things that interest and engage them. The childminder provides a balance of planned adult-led activities with lots of opportunities for children to initiate play and make choices about what they would like to do. This supports children in developing a positive attitude to learning.

Children are developing their independence as they learn to feed themselves, put on and take off items of clothing and to share toys with others. Their communication skills are emerging as they use their rapidly expanding vocabulary with confidence. The childminder uses strategies such as singing familiar rhymes and counting objects in everyday situations to introduce numbers and sequences to children. They enjoy being out and about in the local community, observing the

changing seasons and planting and growing flowers. The very youngest children explore technology with the cause and effect toys where they press the buttons to hear a sound or reveal an object. Children are physically active indoors pushing along wheeled toys and outside where they run and use the equipment to climb and slide. Children are creative as they respond to music, play imaginatively with the dolls and prams and the older children enjoy making pictures and collages with a variety of resources.

Children behave well and take an active role in the setting and the wider community when they attend groups to meet with other children and experience varied play opportunities. They are confident and enjoy secure relationships with key adults and other children.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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